

Course English III Period Teacher J. Barnett
 Unit Ethan Frome Day 2 Date

Objectives: 1.03 The student will identify and analyze text components and make connections between the novel and related mental health issues.
 2.01 The student will research and analyze mental health issues.
 3.03,3.04 The student will examine available information and develop an informed opinion.
 4.03 The student will identify the intent and message of various authors/websites.
 6.02 The student will discern and correct errors in writing.

Time Frame	Components (Responsibility/Grouping)	Assessment
20 min.	Warm-up: Student will complete daily grammar and start journal activity. Journal prompt: From the point of view of another character in the book, create a diary entry about the appearance of this outsider in Starkfield. What is he like? How does your character feel about him? (Bloom's: Knowledge, Analysis, Synthesis)	Formative evaluation: Call on students to make sentence corrections. Formal Assessment of comprehension: Journal entry.
5 min.	Instructional Input: Review the parts of a story (plot, character, setting, climax, resolution) and the literary devices of flashback, and framing. Introduce the Venn Diagram for mapping the characteristics of Ethan, Zeena, and Mattie when they were young. (Bloom's: Knowledge)	Formative evaluation: assess students understanding of the parts of a story through discussion participation.
15 min.	Class Reading: The class will take turns reading chapter one, p.23-28, aloud. Pause after the second paragraph to ask students about literary techniques being used. Discuss the shift from first person to third person narrative (framing) and to recognize a shift in time (flashback). Begin to fill out the Venn Diagram. (Bloom's: Knowledge)	Informal Assessment: assess student understanding with questions about framing and flashback.

Time Frame	Components (Responsibility/Grouping)	Assessment
10 min.	Introduction: Learning Stations Students will work in groups and use the Internet as well as provided print materials to investigate the issues of psychosomatic illnesses, seasonal mood disorders, and the causes and effects of isolation for human beings. Each group will create a Glogster that communicates the dangers associated with these issues and educates the reader on possible solutions. Glogsters will be posted on the class website. Review research strategies including tracking citations. Distribute rubric.	Informal Assessment: determine student understanding of the assignment by evaluating responses. *Project to be formally assessed with a rubric.
25 min.	Student Activity: Students will break into their Knowledge Building Groups and begin researching at their assigned stations. Groups will have one class session at each station. (Bloom's: Comprehension and Analysis)	Informal assessment: Circulate around the room and observe student work and progress.
10 min.	Debriefing: Call on groups to share information that relates to characters in <i>Ethan Frome</i> . Students will make inferences by analyzing information and applying it to the text. (Bloom's: Analysis)	Formative evaluation: Assess students' responses to determine understanding of Ethan's character.
5 min.	Closure: Return to seats, homework reminders, and dismissal.	
homework	Finish reading chapter one and continue work on the Starkfield web, character chart, and Venn Diagram. Finish and post journal entry.	